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ABSTRACT

Designed to teach students about West Virginia's past and present, this learning module contains objectives for the unit, activity descriptions, and test questions for evaluation. Students will develop an understanding and appreciation of West Virginia heritage, an understanding of the geography of the state and the role it has played in the history and development of the state, and a knowledge of the state's resources and how they have had an impact on state history and development. The students will also become aware of changes that have occurred in all areas of life and recognize reasons for these changes. They will see how people interacted with their natural and cultural environment to meet their needs in the past and compare it to the present. The students practice critical thinking, creative thinking, decision making, and problem solving skills while working independently, in small groups, and in a large group. The walks and trips that are part of this unit's activities help students understand West Virginia's past and present. The traces of the past that still exist should make the past real and provide a bridge to the present. (Author/JB)

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HOW DOES THE LIFE OF AN EARLY SETTLER IN WEST VIRGINIA COMPARE TO YOURS?

SOCIAL STUDIES RESOURCE UNIT

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RATIONALE

In this unit the students will learn about West Virginia in the past and at present. They will develop an understanding and appreciation of West Virginia heritage, an understanding of the geography of the state and the role it has played in the history and development of the state, and a knowledge of the state's resources and the role they have played in the history and development of the state. The students will become aware of changes that have occurred in all areas of life and recognize reasons for these changes. They will see how people interacted with their natural and cultural environment to meet their needs in the past and compare it to the present. The students will practice critical thinking, creative thinking, decision making, and problem solving skills while working independently, in small groups, and in a large group. The students will learn about the land area close to them and to which they can relate. The walks and trips that are part of this unit's activities will help the students understand West Virginia's past and present. The traces of the past that still exist should make the past real and provide a bridge to the present.

UNIT OBJECTIVES

1. Show the location of West Virginia and Appalachia on a globe and a flat world map.
2. Name the states surrounding West Virginia on a United States map.
3. Describe what a historian is and ways historical information is collected.
4. Gather information about West Virginia's past using methods used by historians and use the information to make a display.
5. Identify land features of West Virginia including mountains, valleys, rivers, plateaus, and wetlands.
6. Describe the climate in West Virginia.
7. Identify some plants and animals of West Virginia.
8. Identify natural resources found in West Virginia and describe ways they are used.
9. Explain reasons some plants and animals have become endangered or extinct in West Virginia.
10. Describe ways conservation and environmental protection are being practiced in West Virginia.
11. Identify and describe the life of some groups of people living in West Virginia in the past.
12. Describe the daily life of a family of early settlers in West Virginia and compare it to your life today. Include kinds of housing, sources of food and clothing, daily routine, common dangers and problems, and forms of recreation and entertainment.

UNIT OBJECTIVES (continued)

13. Describe the life of a child as an early settler in West Virginia and compare it to your life.
14. Describe means of transportation and communication used by early West Virginia settlers and compare them to transportation and communication used today.
15. Describe early industries in West Virginia and compare them to West Virginia industries today.
16. Name some men and women from West Virginia's past who have contributed to the quality of life in West Virginia and tell about their contributions.
17. Recognize how West Virginia communities have changed over the years and give reasons for the changes.

UNIT ACTIVITIES

INTRODUCTION

Display pictures of West Virginia on a bulletin board with no descriptions, captions, or explanations of any kind. Let children start an impromptu discussion about the pictures making speculations as to what area they think the pictures show and giving reasons why. Then begin a discussion of landforms of West Virginia.

A textbook, West Virginia and the Appalachians by Bice and James, is used during this unit as well as many issues of the official state magazine, Wonderful West Virginia. Plastic paperclips of different colors can be used to mark magazine articles relating to different topics such as animals, plants, and early life. Require each child to read at least one article for each topic and to use the information from the article to fill in class charts, contribute to timelines, and write reports. Throughout the unit children also keep a folder of maps, timelines, and other information gathered on West Virginia. Following is a list of additional activities which can be used with this unit. The numbers in parenthesis following each activity refer to the main objectives to which the activities apply.

ACTIVITY DESCRIPTIONS

1. Map activities (1, 2, 5, 15, 17)
   a. Point out West Virginia on the globe, world map, and U.S. map.
   b. Use individual map of West Virginia showing rivers and larger cities to locate areas being discussed.
   c. Fill in names of some counties on individual West Virginia maps showing county divisions as class locates and discusses specific places (i.e. county in which we live, county where Dolly Sods is located.)

1. d. Place symbols on individual West Virginia maps to show specific information and make a legend to go with the map. (i.e. Pringle Tree)
2. Make a class chart showing some of the animals in West Virginia. Each child reads at least one magazine article and finds the information to fill in the chart. Use categories such as name of animal, kind of home, what it eats, enemies, winter habits. Share and compare information. (7)
3. Same activity as number 2, making a chart on plants. (7)
4. Take a walk at a local nature park or forest preserve such as McDonough Wildlife Refuge in Vienna, W.V. Look for plants and animals typically found in West Virginia (5,7,8,10)
5. Make a timeline showing early Indian groups which lived in West Virginia (11)
6. Make a timeline showing events in the settling of West Virginia. (11,14,15,16)
7. Listen to stories (and ghost stories) about West Virginia. The state magazine Wonderful West Virginia is a good source. Appalachian Ghost Stories and Other Tales and Haunted Valley and More Folk Tales by James Gay Jones are two other sources.(12,13,16)
8. Play games children may have played in the past such as Black Magic, Red Rover, Who's Got the Thimble? (13)
9. Play computer program--Settling America Discovery Software from World Book ISBN 0-7166-8402-0 AP 8578-1 (8,12,13,14,17)

10. Listen to a talk by a lifelong senior citizen of Parkersburg to find out what daily life was like seventy to eighty years ago. Prepare questions in advance to ask about life in the past. Individual children can also interview lifelong citizens they may know. (4, 8, 17)
11. Visit and collect information from an old cemetery such as Riverview Cemetery in Parkersburg. Look for unusual first and last names, oldest person, youngest person, oldest grave, most recent grave, ancestors of families still in town at present, and any other unusual information. (4, 11, 17)
12. Take a historical walking tour around Julia-Ann Square in Parkersburg to see homes and buildings that reflect Parkersburg's heritage and homes of past West Virginians who made substantial contributions to West Virginia's history. Notice hitching posts, carriage houses, materials from which houses are constructed, and architectural features not common in buildings today. (4, 11, 14, 16, 17)
13. Visit Kanawha Craft House and see demonstrations by a blacksmith, quilter, woodworker, and about natural foods. (4, 8, 12, 13, 17)
14. Visit the Blennerhassett Museum to see displays of Indian artifacts, old farm equipment, clothing from the past, and furniture and household items from the past. (4, 8, 11, 12, 13, 16, 17)
15. Visit Blennerhassett Island to tour the island and the mansion that is being rebuilt and to learn about the lives of the Blennerhassetts who lived there in the late 1700's and early 1800's. (4, 8, 11,12, 13, 16, 17)

16. Tour the Blennerhassett Hotel built in 1890 which has recently been restored. Compare to hotels built more recently. (4, 11, 16, 17)
17. Take a tour of the Cook House, a merchant class home of the early 1800's decorated in period furniture. Compare building and furnishings to homes today. (4, 12, 13, 17)
18. As groups, write reports comparing specific areas (i.e. food, clothing, transportation, communication) of life as an early settler to life in the early 1900's and to life today. (12, 13, 14, 15, 17)
19. Make a 3-D scene of life as an early settler using information gathered throughout this unit.
20. Attend a music program demonstrating instruments often used in the past for entertainment and listen to songs about the past. Instruments can include the mandolin, dulcimer, and concertina, among others. (4, 12, 13, 14)
21. Related language arts activities:
    a. Write poetry about the life of early settlers in groups and individually.
    b. Write sentences about the life of early settlers to complete English activities and exercises.
    c. Write reports using information gathered about West Virginia.
    d. Write sentences using information gathered about West Virginia using spelling words.

UNIT EVALUATION

The folders the children keep and the 3-D scene are both requirements for the unit. The folders will be checked for completeness and the children will explain their scenes.

Evaluation #1

All children must answer numbers 1 through 4. Children who want an A or B also answer number 5 and 6.

1. Describe the main landforms that make up West Virginia.
2. Name some plants and animals that live in West Virginia.
3. Name two animals that once lived in West Virginia and tell why they became extinct here.
4. Name at least two ways plants and animals are being protected in West Virginia.
5. Throughout history West Virginia has been described as a rugged land. How did this ruggedness affect the settling of West Virginia? How has it affected transportation in West Virginia?
6. Is West Virginia still rugged today? Explain your answer.

Evaluation #2

All children must answer numbers 1 through 5. Questions 6 and 7 are for extra credit.

1. Name 3 natural resources that were important to the early settlers in West Virginia. How did the settlers use these resources?
2. Name 3 natural resources that are important in our lives today. How do we use these resources?
3. What dangers did early settlers face?

4. What are some skills that were important for early settlers? What skills do you have? Do you have any of the skills early settlers had?
5. What would you enjoy about life as an early settler? What wouldn't you like about that life?
6. If you could visit any place in West Virginia, where would you like to go? Why?
7. What did you like about this West Virginia unit? What didn't you like?